

Grading and Reporting Key Terms

Academic—Term that describes a course of study based on content standards at the national, state, or system level, addressing what students should know and do in a particular discipline at specific points

Achievement—Demonstration of student performance, showing attainment of skills or concepts measured against established criteria (performance standards). (O'Connor)

Accommodation—Changes in the administration of an assessment or the requirements of an academic task, such as setting, scheduling, timing, presentation format, response mode; including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores.

Adaptation—A generalized term that describes a change made in the presentation, setting, response, timing, or scheduling of an assessment that may or may not change the construct of the assessment.

Assessment—The process of collecting information about individual achievement that relies on a number of instruments, one of which may be a test.

Body of Evidence—Collection of tasks designed to assess student understanding or application of concepts or skills addressed instructionally as outlined in a curriculum.

Content—What students are expected to know in each subject and grade or course.

Content standard—What students are expected to know and be able to do in a specific content as defined by the Boulder Valley School District

Compacting—Adjusting students' instructional program through pre-assessments that document what a student has and has not mastered.

Course outline—What a student is expected to know and be able to do by the end of a course, as outlined in the course curriculum.

Criterion-referenced test—Assessment of students' success in meeting stated objectives, learning goals, and expectations or criteria. (O'Connor)

Curriculum—The total instructional experience of students as detailed in the written curriculum, delivered in the taught curriculum, and measured in the learned (assessed) curriculum.

Differentiation—Adjusting instruction for students with specific needs and strengths so that students are challenged and supported in their learning.

Enrichment—Providing students opportunities to learn material in greater depth and breadth.

Essential Learning—Cluster of indicators that show what a student is expected to know or be able to do in each grade level or course in a specific subject or discipline.

Essential question—Question that examines a student’s knowledge to determine if s/he has acquired an enduring understanding; provides a focal point for an instructional unit.

Effort—Hard work (O’Connor), a combination of participation and hard work (Marzano), amount of work directed toward learning.

End –of- course assessment —Summative assessment developed by a teacher or the system to assess what a student knows and can do after a unit of instruction.

Evaluation—The judgment of a student’s content mastery or skill attainment, determined by analysis of assessment data.

Exemplar—An anchor for performance at various levels, supported by a rubric with descriptions of expected characteristics. (McTighe)

Feedback—Non-verbal, verbal, and/or written information provided to an individual or group for the purpose of improving performance; feedback is most effective when it is timely, specific, and complete. (Marzano)

504 Plan—Legally binding plan designed to accommodate the unique needs of a student with a disability, but whose disability does not interfere with his/her ability to access his/her enrolled grade level content.

Formative assessment—Designed to determine whether students are learning what is being taught for the purpose of adjusting instruction; administered during instruction; may include teacher-designed and system-designed informal and formal assessments, such as exit cards, observation records, response to teacher questioning during instruction, every-pupil response, quick-write, initial draft or outline, homework. (O’Connor)

Grade—A number or letter reported at the end of a period of time as a summary statement of student performance. (O'Connor)

Grade level expectation—What a student is expected to know and be able to do by the end of a grade level in a specific subject, as outlined in the grade/subject curriculum.

Grading—A process to communicate to students, parents, and school system a student's achievement in a curricular area for a specific time period, as measured against established criteria and as evidenced on a variety of tasks. (O'Connor)

Homework—Work completed outside the classroom that is designed to

- reinforce or provide practice of skills and concepts addressed instructionally
- extend skills and concepts addressed instructionally
- collect evidence of student understanding and application of what has been taught
- provide a risk-free opportunity to experiment with and transform new learning

(Marzano)

Indicator—Statement related to a standard that describes in detail what students should know or be able to do by the end of a particular grade level in a specific subject or discipline.

Individualized Education Program (IEP)—A legally binding document designed to meet the unique needs of a student with a disability who receives special education and related services.

Intervention—Instructional technique, method, or strategy used to improve student performance; may be in addition to and different from a core program.

Modification—For purposes of grading and reporting, changes in essential learnings that are assigned to a student. Modifications are determined by a group of educators in consultation with parents, in advance of instruction.

Multiple Measures—Evidence (of student learning) collected in various formats such as exams, tests, quizzes, reports, projects, portfolios, exhibits, artifacts, presentations, essays, and tasks designed to evaluate learning.

Norm-referenced test—Assessment that reports student achievement in relation to the achievement of other students within a class, school, or a segment of the population. (O'Connor)

Participation—The level of engagement a student exhibits during instruction.

Pre-assessment—Designed to determine what students know and can do in order to plan instruction; administered before instruction; may include teacher-designed or system-designed assessments. (O'Connor)

Proficiency—Satisfactory performance as measured against an agreed-upon standard. (Marzano)

Reassess—Informal and formal process of gathering evidence of student learning after reteaching and relearning

Reteaching—Adjusting a repeated delivery of content by addressing an individual's learning style, preference, interest, learning rate, and/or readiness.

Rubric—A scoring tool that specifies the qualities or levels of proficiency to be assessed on a specific product or performance (McTighe); may be holistic or analytic.

Scoring rubric—Used to evaluate a student's performance on a task.

Special Populations—Students identified as having a disability, limited English proficiency, and/or as being highly able who require instructional adjustments, accommodations, or modifications to their instructional programs based on learning needs and strengths.

Standard—Statement that describes what and/or how well a student is expected to understand and perform. (O'Connor)

Standardized Test—An assessment designed to be administered using a standard method, including the directions given, items presented, time allotted, and scoring method used.

Strategy—Method used to accomplish a goal; teachers match effective, discipline-specific instructional strategies to a student's needs and readiness; students use effective learning strategies to understand and apply concepts and skills. (Saphier)

Summative assessment—Designed to determine whether students know and can do what has been taught; administered after instruction; provides a student the opportunity to demonstrate knowledge/skills on which s/he has had time to practice; is based on known criteria, focuses primarily on individual student performance, integrates important skills and knowledge; includes teacher-designed or system-designed assessments such as exams, tests, quizzes, projects, final drafts, products, and performances; also includes standardized tests designed outside the school system, such as state tests. (O'Connor)

Task—Assignment designed by a teacher or the system to provide practice on a skill or concept or to assess a student’s level of understanding and application of a skill or concept addressed instructionally.

Trend—Pattern or tendency in performance exhibited over time.